Lifestyle and Career Development
HDCN 6321 / Winter Term 2012
Fridays 10/26 and 11/16 from 4pm – 9:00pm and online beginning 10/22/2012
Saturdays 10/27 and 11/17 from 8:30am – 5:30pm and online ending 01/09/2013

SMU-in-Plano
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Grading:

Article Literature Review Paper	70
"In the News" Discussion Board Posts (3 @ 2pts)	6
Media Blog Reflections (2 @ 2pts)	4
Experiential/Interview Write-up	20
Quizzes (6 @ 25)	150
Cumulative Final Examination	50
Total	**300pts**

All items must be completed in-full to earn course credit.

LTR	Range	Points
A	93 – 100	278 – 300
A-	90 – 92	269 – 277
B+	87 – 89	260 – 268
B	83 – 86	248 – 259
B-	80 – 82	239 – 247

Any grade of "C" or lower must be retaken.

LTR	Range	Points
C+	77 – 79	230 – 238
C	73 – 76	221 – 229
C-	70 – 72	208 – 220
D+	67 – 69	200 – 207
D	63 – 66	191 – 199
D-	60 – 62	180 – 190
F	59≥	0 – 179

Textbook and fee:

- *Applying Career Development Theory to Counseling* (Richard S. Sharf, 5th ed.)
- Recommended text for library building: *Essentials of Myers-Briggs Type Indicator Assessment* (Naomi L. Quenk)
- Each student must pay $50 for Career Assessment Binder materials by credit card or check payable to the "SMU" by the end of the last F2F class to cover costs.

Learning objective:	**Measurable outcome:**
1. Identify key theories and theorists, and describe their contributions to vocational and career counseling.	Students will demonstrate mastery of key career development theories and theories by answering multiple choice and short answer questions on 6 quizzes and one cumulative final exam.
2. Discuss themes that dominate research and the application of career developmental principles in practice such as the career identity, career maturity, and career choice across the life span.	Students will demonstrate knowledge of prevailing career developmental themes by writing reflections on current news issues and cultural factors that impact career development, by sharing these findings in class discussions, as well as, answering multiple choice and short answer questions on 6 quizzes and one cumulative final exam.
3. Communicate orally and in writing the major tenets of career counseling including ethical practice standards, post-modern and modern philosophies, and social standards and expectations on the psychology of working.	Students will demonstrate a synthesis of career developmental history and major philosophies by incorporating these ideas into class discussion and written journal and blog materials.
4. Evaluate career assessment utility and the necessity for career resource materials when working with general counseling clients.	Students will demonstrate an understanding for the importance of maintaining career resource materials for use and referral with counseling clients.
5. Identify basic standards of subjective and objective career development assessments and tool.	Students will recognize strengths/limitations of informal/formal career assessments and how these tools facilitate career development by answering multiple choice and short answer questions on midterm and final quizzes and through online written posts and discussion.
6. Synthesize subjective and objective career development assessment and tool results, used in dyads and for self-exploration, to aid in further career exploration and personal growth.	Students will incorporate textual, and empirical findings on career development, with results from various subjective and objective career assessments and tools to formulate a reflective write-up of their experiential learning process.

Instructional Format:
Lifestyle and Career Counseling spans the traditional 10-wk term with a combined in-class/online structure. Students meet for 24hrs of in-class instruction and participate in 18hrs of online instruction. Although teaching occurs in two-formats, the course design allows for integrated learning between the in-class and online platforms. Ideally, students will employ independent study, reflection, and synthesis utilizing guided instruction through an online learning system (Blackboard), and augment this learning with in-class lecture and experiential work with fellow students.

Attendance:
Brevity of the course, and abbreviated in-class instruction/shared learning, mandates required attendance for EVERY class. Successful course completion depends upon experiencing and contributing to distributed intelligence. Therefore, if you MUST miss class because "life" happens on a F2F (face-to-face) class day (i.e., ill children, sickness, delayed plane, concert tickets, etc.), send any due assignment with another classmate; no emailed assignments please, unless approved (no late assignments accepted online or in-class). Missing one in-class meeting (or the equivalent through tardiness) results in a 20% deduction from the available points earned through the Experiential Write-up (16 pts max score) and a 20% deduction from participation blogs/posts (8 pts max score). Missing more than one in-class meeting requires repeating the course in-full during another term.

Confidentiality and Integrity:
To maintain a safe and supportive learning environment, student discussions regarding sensitive course information (i.e. personal experiences, comments, reactions) must occur only in class or privately with other current class members. Respect and integrity frame course endeavors (i.e. lecture, discussion, assignments), particularly regarding personal issues of a delicate and/or controversial nature (i.e. abortion, genetic counseling, sexual behavior, etc.). All Counseling students will demonstrate behavior consistent with the ethical standards forwarded by the ACA (and NCDA) in their code of ethics; failure to do so may result in termination from the Program in Counseling.

Using Internet Tools:
Students use Blackboard https://courses.smu.edu/ for every week of the 10wk term to access online instruction components. Students should refer to the Quick-view Schedule for all session open and close dates.

Students are expected to access Blackboard regularly and to keep in communication with classmates and the instructor with questions or concerns about online work. Students will utilize their SMU email account for communication with classmates and the instructor. Additionally, students may contact the instructor during scheduled online chat times.

Some pointers for success with online instruction:

> Check due dates early and often, and calendar the "rhythm" for the course. Again, students should refer to the Quick-view Schedule for all session open and close dates.
>
> Try not to panic if things don't "look" right. If you can't see an assignment or have trouble posting, contact the instructor via email. Often the instructor and student platforms look different and a gentle nudge, reminder, or suggestion from a student helps the instructor bridge the gap.
>
> Have your reading completed by Monday every week. You'll need this for in-class work and it will keep you on-track to complete written online assignments by the scheduled due dates.
>
> Ask your instructor for help EARLY if you are confused or have any technical difficulties.
>
> Save and save often!
>
> Try not to get overly frustrated with technology…there are always glitches but usually the benefits outweigh the frustration. Take a breather, contact the instructor, get a pep-talk from a peer, and then try again!
>
> The nature of the online-enriched portion of this course requires strict enforcement of the SMU HONOR CODE http://www.smu.edu/studentlife/PCL_05_HC.asp! We will discuss in the first class, face-to-face meeting (F2F), what constitutes an infraction.

Reading Schedule:

	F2F MEETINGS
Wk 1	Reading Due: Chapters 1 – 4
10/26	Article(s) posted online
10/27	Reading Due: Chapters 5 – 8
	Article(s) posted online
Wk 4	Reading Due: Chapters 9 – 12
11/16	Article(s) posted online
11/17	Reading Due: Chapters 13 – 15
	Article(s) posted online
	HOLIDAY BREAK – 12/17 through 01/02/2013

Note, students should refer to the Quick-view Schedule for all assignment due dates.

	ONLINE
Wk 2	Reading Due: Chapters 9 – 12
10/29	Article(s) posted online
Wk 3	Reading Due: Chapters 13 – 15
11/05	Article(s) posted online
Wk 5	Review Chapters: 9 – 10
11/19	Article(s) posted online
Wk 6	Review Chapters: 11 – 12
11/26	Article(s) posted online
Wk 7	Review Chapters: 13 – 15
12/03	Article(s) posted online
Wk 8	Review Chapters: 1 – 15
12/10	Article(s) posted online
Wk 9	Review Chapters: 1 – 15
01/02	Article(s) posted online
Wk 10	No reading
1/07	

Assignments:

Article Literature Review Paper (70 points)
Students will select three articles representing one topic (theory, age-range, tool, etc.) from Career Development Quarterly (available online through SMU Holdings) and write a brief literature review of this content. Students will use APA format (6th edition, 2nd printing and not the first which had errors) for this paper. Students may find the following link helpful for content (What is a Literature Review?) and formatting (How do I write and format a Literature Review?): http://owl.english.purdue.edu/owl/resource/560/13/. A sample paper with corrections can be found here (use this to guide your paper content but NOT format since this paper uses 5th edition style): http://faculty.mwsu.edu/psychology/Laura.Spiller/Experimental/sample_apa_style_litreview.pdf. Also, students should use the most recent edition of the APA style manual for current and definitive requirements.

"In the News" Discussion Board (3 responses at 2 points each for 6 points)
Students will read the news/media article posted by the instructor on the discussion board and respond (Fridays) to the instructor's prompt related to the article and to one other student response (Sunday). Both posts (response to the instructor and response to a peer) should be formulated in a well-thought paragraph(s) incorporating textual, theory, or empirically supported evidence.

Blog (2 posts at 2 points each for 4 points)
Beginning Week 1, two Blogs are available for student response: Blog 1 Topic = ASVAB; Blog 2 Topic = Free Media Choice. The first Blog requires students to explore an on-line site related to career development and assessment. The second Blog requires students to share a career-related media source (from a movie, tv clip, commercial, internet source, etc. – students may not use a site discussed as part of the course curriculum). Each Blog post must be a well-developed, well-written, entry. Students do not have a minimum or maximum length required for this assignment but will be graded on thoroughness and helpfulness of their shared thoughts and ideas.

Subjective and Objective Career Assessments (points earned through Experiential/Interview Write-up)
Students will participate in various subjective and objective career assessments both online and in-class. The presented career tools may be used as mock-exercises or authentic experiences depending on student comfort-level. All assessments are considered invalid for official use since they are intended for instructional purposes only.

Experiential / Interview Write-up (20 points)
Students will reflect on their participation in the applied/experiential portions of the course and specific exercises culminating in a structured document using Savicka's model. Specific instructions for the assignment are found online.

In-class Discussion/Participation (earned through participation in online Blog and Discussion posts)
Every in-class meeting will include a discussion period focusing on the reading material from the previous and current week's reading. Students are expected to participate with relevant query, reflection, and sharing of ideas.

6 Quizzes (6 quizzes at 25 points each for 150 points)
Students will complete online and in-class multiple choice quizzes, with each 25 item quiz covering designated chapters and relevant course content including lecture, articles presented, and discussion topics. Online quizzes are open book and notes; in-class quizzes are closed book and notes.

Cumulative Final Exam (1 exam at 50 points)
Students will complete an online multiple choice and short-answer cumulative final exam.

Grading Rubrics:

Multiple-Choice
Six quizzes and one cumulative final exam comprise 200 points of your total 300 points for this course. The six 25-point quizzes include 25 multiple-choice items worth 1 point each. The one 50-point final exam includes 40 multiple choice items worth 1 point each from all chapters covered in the textbook, and 2 short essay questions worth 5 points each. The professor will construct all exams utilizing best practices for validity and reliability, and will perform an item-analysis after each examination to evaluate student performance related to question clarity and other threats to item validity.

Cognitive Domain	***Objectives***	***Material Covered/Content Distribution*** **Textbook reading/related lecture**	***Evaluation 0 – 1 point***
Knowledge	Recognize key vocabulary terms Recall components and sequence of theories	Quizzes and Final (16 Chapters = 190 items) A minimum 5 items per chapter (80 items)	1 point earned per correct answer
Comprehension	Identify connections between vocabulary terms and theories Select common and disparate themes among theories	Quizzes and Final (16 Chapters = 190 items) A minimum 5 items per chapter (80 items)	1 point earned per correct answer
Application	Apply vocabulary terms and theory tenets to novel scenarios Interpret presented case and predict appropriate connection or outcome	Quizzes and Final (16 Chapters = 190 items) A minimum 2 items per chapter (36 items)	1 point earned per correct answer

Short Answer

Cognitive Domains	***Objectives***	***Material Covered*** **Textbook reading/related lecture**	***Evaluation 0 – 5 points***
Analysis Synthesis	Compare/contrast presented topics Formulate/organize a "next-step" or plan of action given a scenario	Final Exam (all content) 1 question presented with a focus on analysis, synthesis, and evaluation of presented concepts/topics.	*5 – Demonstrates mastery of concepts* Student correctly utilizes applicable terms and generates a thoughtful response with logical organization and accurate conclusion(s). *3 – 4 Demonstrates understanding of concepts* Student utilizes most applicable terms and generates a thoughtful response with mostly accurate conclusion(s).
Evaluation	Argue/support a perspective using empirically supported evidence	Final Exam (all content) 1 question presented with a focus on analysis, synthesis, and evaluation of presented concepts/topics.	*2 – Demonstrates some knowledge of concepts* Student utilizes some terms and generates a response having nearly accurate conclusion(s). *1 – Demonstrates marginal knowledge of concepts* Student does not utilize appropriate terms but does respond with a nearly accurate conclusion(s). *0 – Does not demonstrate knowledge of concepts* Student does not utilize appropriate terms and does not respond with an accurate conclusion(s).

Extended Written Work – Journals and Write-up

*** Each assignment with a written component graded using the following rubric:**

	Full Points Earned	**At most ½ Points Deducted**	**More than ½ Points Deducted**
Depth of Thought & Analysis **40%**	Groundwork for argumentation clearly established at the onset. Author makes succinct, insightful conclusions based on the review.	Readers are introduced to the overall topic. Remarks show some degree of analysis, though not all thoughts are supported in body of paper.	Neither implicit nor explicit focused topic. No indication author applied much thought to the paper.
Lit Rev = 28 Exp/Int Write-up = 8	Lit Rev = 28 Exp/Int Write-up = 8	Lit Rev = 27-14 Exp/Int Write-up = 7-4	Lit Rev = 13-0 Exp/Int Write-up = 3-0
Synthesis & Congruency **20%**	Transitions tie sections together as well as adjacent paragraphs. Paper flows from general ideas to specific conclusions.	There is a basic flow from one section to the next, but not all sections or paragraphs fall in a natural or logical order.	The paper appears to have minimal to no direction, with subtopics appearing disjointed.
Lit Rev = 14 Exp/Int Write-up = 4	Lit Rev = 14 Exp/Int Write-up = 4	Lit Rev = 13-7 Exp/Int Write-up = 2	Lit Rev = 6-0 Exp/Int Write-up = 1-0
Thoroughness **20**	The appropriate content is covered in depth without redundancies.	Pertinent content is not covered in sufficient depth, or as explicitly, as expected.	Major sections of pertinent content have been omitted, glossed over, or unnecessarily repeated.
Lit Rev = 14 Exp/Int Write-up = 4	Lit Rev = 14 Exp/Int Write-up = 4	Lit Rev = 13-7 Exp/Int Write-up = 2	Lit Rev = 6.0 Exp/Int Write-up = 1-0
Clarity of Writing and Mechanics **20%**	Writing is crisp, clear, and succinct. Writer incorporates creative voice when appropriate. Minimal spelling, grammar, or punctuation errors are made.	Writing is generally clear, but unnecessary words are occasionally used. Meaning is sometimes hidden. Several spelling, grammar or punctuation errors are made.	It is hard to know what the writer is trying to express. Writing in convoluted. Misspelled words, incorrect grammar, and improper punctuation are frequent.
Lit Rev = 14 Exp/Int Write-up = 4	Lit Rev = 14 Exp/Int Write-up = 4	Lit Rev = 13-7 Exp/Int Write-up = 2	Lit Rev = 6-0 Exp/Int Write-up = 1-0

Brief Written Work – Posts and Blogs

	Full Points Earned – 2pt	**At most ½ Points Earned – 1 to 0pts**
Depth of Thought & Analysis with clear writing style, mechanics, and conscientious public mindedness **Sensitive to perceived online "voice" of self and others.**	Posted on time. Groundwork for argumentation clearly established at the onset. Author makes succinct, insightful conclusions based on the review. Writing is crisp, clear, and succinct. Writer incorporates creative voice when appropriate, and presents a respectful tone with expression of ideas and acknowledgment to those of others. Few spelling, grammar, or punctuation errors are made.	Posted Late. Neither implicit nor explicit focused topic. No indication author applied much thought to the paper. It is hard to know what the writer is trying to express. Writing is convoluted. Misspelled words, incorrect grammar, and improper punctuation are frequent.

Classroom etiquette:

Class instruction begins at scheduled time, please be ready to begin promptly.
We will have a brief (around 10min) scheduled break for a snack-time, be ready to begin (food-free) upon return.
You may use computers in-class for note taking, not for audio recording or internet surfing.
Be respectful of the instructor and others with your questions, reflections, and contributions.
No children or guests may attend in-class sessions due to the confidential nature of our discussions.
Please address your concerns about course content, instructor behavior, or peer encounters first with the instructor by scheduling an in-person meeting. You may always appeal to the Program Director as a second or tandem approach.

ACSSEHD / University Policies:

Disability Accommodations: Disability Accommodations: Students needing academic accommodations for a disability must first contact Disability Accommodations & Success Strategies (DASS) at 214-768-1470 or www.smu.edu/alec/dass.asp to verify the disability and to establish eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements. (See University Policy No. 2.4; an attachment describes the DASS procedures and relocated office.)
Religious Observance: Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence.
Academic Integrity: Students are reminded of the SMU Honor Code as referenced in the *Student Handbook*. Intellectual integrity and academic honesty are both the foundation and the goals for this program. Please reference and review the university policies on the responsibilities, policies, and penalties regarding academic honesty. **http://www.smu.edu/studentlife/PCL_05_HC.asp**
Excused Absences for University Extracurricular Activities: Students participating in an officially sanctioned, scheduled University extracurricular activity will be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work.

Statement regarding grades of Incomplete (I):

A student may receive a grade of I (Incomplete) if at least 50 percent of the course requirements have been completed with passing grades, but for some justifiable reason, acceptable to the instructor, the student has been unable to complete the full requirements of the course. At the time a grade of I is given, the instructor must stipulate in writing to the student and to the University registrar the requirements and completion date that are to be met and the grade that will be given if the requirements are not met by the completion date. The maximum period of time allowed to clear the Incomplete grade normally is 12 months. If the Incomplete grade is not cleared by the date set by the instructor or by the end of the 12-month Policies and Procedures 25 deadline, the grade of I will be changed to the grade provided by the instructor at the time the Incomplete grade was assigned or to a grade of F if no alternate grade was provided. The grade of I is not given in lieu of a grade of F or W, or other grade, each of which is prescribed for other specific circumstances.

If the student's work is incomplete, poor quality and not acceptable, a grade of F will be given. The grade of I does not authorize a student to attend the course during a later term. Graduation candidates must clear all Incomplete grades prior to the deadline in the Official University Calendar, which may allow less time than 12 months. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of I to the grade indicated by the instructor at the time the grade of I was given.

For graduate students, a maximum of two (six hours) concurrently held grades of Incomplete in courses other than thesis is allowed. If this maximum is reached, the student will be allowed to take only one three-hour course per term until the Incomplete total is reduced. Students who accumulate a total of three grades of Incomplete in courses other than thesis will be put on probation and not allowed to enroll further until the total is reduced.

SMU Flu Emergency Preparedness:

As part of the federal government response to the H1N1 (Swine Flu) virus, the Department of Health and Human Services issued a nationwide public health emergency preparedness declaration on April 26, 2009. The declaration was renewed on July 23, 2009 and is currently in force. For the semester ahead, there is concern that the level and intensity of flu cases could increase substantially.

1) For updates on the campus-wide status of flu conditions at SMU, please visit http://www.smu.edu.

2) If flu conditions require cancellation of a class session or other changes for this course, an email will be sent to all class members.

3) In the event of a major campus emergency at SMU, course requirements, deadlines, and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control.